



# Race to the Top - District

## Technical Review Form

Application #0741OH-1 for Dayton City Board of Education

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The Montgomery County Consortium for Student Excellence articulated a comprehensive and coherent plan for improving student achievement and educator skill through a focus on the transition grades. The plan builds on the four core assurance areas and presents a sound approach to accelerating and deepening student learning, and increasing equity by customizing the school experience for each student using common and individual tasks that are drawn from students' academic needs and interest.. The plan will create a personalized learning environment by using differentiated instruction, scaffolding, project-based learning, and blended learning. By beginning its focus on the early grades, they will ensure that students will be college and career ready at graduation. The planners are working with secondary schools to help students discern their interest and passions as well as learn about how they are moving forward toward mastering the standards held by the State. The application includes a sound plan for improving the data system in each district and to have the data systems link to one another because of high student mobility. Educators will be trained and evaluated on their effectiveness in using this new approach to help students demonstrate mastery.</li> </ul>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The applicant used an inclusive approach that engaged many stakeholders throughout the planning process. They plan to continue this approach throughout the life of the project. This makes it highly likely that they will be successful in implementation at the LEA and school levels.</li> <li>The participating districts and schools engaged in an extensive review process to determine their current status and articulate their best thinking about the most appropriate strategies. The vision is centered on high quality support for schools and districts.</li> <li>The process used for selecting districts and schools was explained in detail. Charts were provided to show that the participating schools meet the eligibility requirement.</li> <li>A list of the schools with detailed information about the students to be served was included.</li> <li>The total number of participating students from low-income families and who are high need exceeds the required threshold. The total number of participating teachers was presented.</li> </ul>		
(A)(3) LEA-wide reform & change (10 points)	10	5
<p>(A)(3) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The proposal presents a high quality plan for scale-up using a pilot model. They provided great detail about the strategy of phasing in different parts of the plan after they have had an opportunity to learn from them and make needed adjustments. An in depth chart was included that outlined each step of the phase. It also included information on how to move behind the participating schools. This reviewer did not see evidence of scale-up beyond the current districts.</li> <li>The logic model/ theory of change was outlined with precision to show how the plan will improve learning for all students and increase educators capacity to deliver needed instruction for students as they strive to reach their individual goals. Activities were outlined in detail in several charts. The activities are realistic strategies for accomplishing the goals of the plan. There was an accompanying chart that connected strategies and outcomes. The</li> </ul>		

connection is realistic about the intended outcomes.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

6

(A)(4) Reviewer Comments:

- It is very likely that the vision in this proposal will lead to increased growth for participating students. The goals that are specified are achievable. They are incremental, not ambitious. At some point there should be a big bump in achievement for a significant number of students. That does not seem to be a part of the plan. The same holds true for decreasing the gap, graduation rates, and increased college enrollment.
- Great care has been taken to help the leaders in the districts and schools reflect on their current data and determine the real needs of students. The proposed activities are structured around personalizing learning for each student and using proven strategies to assist students who struggle.
- OH uses value-added modeling for student growth. Data that is currently available to the districts was presented in a chart. The plan noted that in future years the districts are driving to have all students meet or exceed the value-added growth targets. The targets that were set were modest. This reviewer did not see information on the state targets to be used for comparison.
- While Ohio has targets for decreasing the gaps, improving graduation rates and college enrollment, baseline data was presented. The amount of reduction in the gaps was not articulated for each subgroup.
- Postsecondary attainment will likely improve using the strategies sketched out in the proposal.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11
(B)(1) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• The application contains student achievement data that shows incremental progress in the performance index; in decreasing the number of students starting school unprepared; and in enhancing grade level reading proficiency. The achievement gap for Hispanic students has made a substantial decrease in several of the districts. The shift for other groups has been much slower. Several charts were provided with this data.</li> <li>• Data was provided to show that the project will lead to improved learning for children. The weakness is that the goals for increasing achievement, closing the gaps, and improving the graduation rate are modest, not ambitious, especially considering that OH is a RTTT state.</li> <li>• The plan will likely lead to some reforms in the lowest achieving schools. They are the main target of the grant proposal. The plans will also likely increase equity with and across the participating districts. The reviewer's concern is that the targets are low.</li> <li>• One of the goals that is achievable is to make student data that is already available for students, educators, and parents within a district accessible as they move to different districts. The linking of district data systems is a sound idea to give easy access to all parties as a way to shape instruction and monitor progress.</li> </ul>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
(B)(2) Reviewer Comments:		
<ul style="list-style-type: none"> <li>• Each of the participating LEAs has articulated the processes used to ensure a high level of transparency in LEA practices processes, and investments. They gave detailed information about the strategies they use to make information available for internal and external stakeholders. The strategies that they are using are built on lessons learned from the statewide RTTT grant around communication. The processes are acceptable and shine light on the operations of the districts.</li> <li>• Average personnel salaries at the school level for all school-level instructional staff , specific teacher salaries, and non-personnel expenditures can be found on the Ohio Department of Education and school level websites. The actual teacher salaries can be found by searching by school or district on the Buckeye Public Policy Solutions website. They can also be found in LEA board minutes.</li> </ul>		

(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>There is a letter from the OH DOE stating that they received the application. They did not write a response. They did not question the eligibility of any of the districts to be LEAs. The LEAs have successful conditions, based on their previous work, and the autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environment that is outlined in this application.</li> </ul>		
(B)(4) Stakeholder engagement and support (10 points)	10	10
<p>(B)(4) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>Information was provided to show that more than 200 people participated in planning and writing the proposal. A list of places where outreach was made is provided. School teams and union leaders were involved in the initial work and gave feedback along the way that was incorporated into the proposal. Specific areas of feedback were cited. There are a significant number of letters of support from a broad range of individuals and organizations.</li> <li>Each of the LEAs has the signature of union leadership.</li> </ul>		
(B)(5) Analysis of needs and gaps (5 points)	5	5
<p>(B)(5) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The Consortium laid out a high quality plan showing the depth of analysis used by each of the districts, schools, and the Consortium as a whole. The plan was wise and the data was used to shape the Consortium proposal. A detailed chart was provided with the analysis completed by each district showing identified needs and gaps along with deliverables.. There was another chart included that laid out a high quality plan to continue analysis into the future.</li> </ul>		

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <ul style="list-style-type: none"> <li>The Consortium has a high quality plan that will likely improve learning and teaching by personalizing the learning environment to have students graduating high school college and career ready.</li> <li>This plan, focused on transition grades, begins with increasing early childhood education and is built on working with parents before their children are school age. The theory of change in this proposal holds that college and career readiness begins in the early years. The outreach will occur in partnership with other organizations that already serve families of young children. This approach increases the likelihood of success with these goals of the projects. Parents and students will begin to own the learning from the beginning.</li> <li>High need students will be empowered, with the assistance of educators and their families, to engage in the new personalized learning environment. Students interests and academic needs will shape their individual learning plans. Students will have the opportunity to engage in inquiry approaches and project-based learning around ideas that are important to them. The curriculum will be shaped around the CCSS that are college and career ready standards.</li> <li>Beginning in middle school students will have an increased opportunity to shape their own personalized learning and connect their learning goals to possible careers. Middle School students will begin to learn about their own learning needs and begin to plan goals around social, emotional and behavior skills. This engagement should pull students into a deeper learning experience that feels relevant to their lives.</li> <li>The process is designed to have educators and families support students in moving through their personalized learning goals to achieve mastery. A variety of high quality instruction strategies, including digital, will be used students in meeting the college and career ready standards.</li> <li>Teachers will be trained to use materials and strategies that will draw on diverse cultures, contexts, and perspectives so that students see themselves in the learning and are exposed to contexts that different from their own. Blended</li> </ul>		

classrooms will be established. Students will use digital lessons that provide immediate feedback. Educators will be trained to give regular formative and summative feedback to students and their families. Recommendations for changes in the learning plan will be based on the feedback from the results of data from assessments.

- The approach empowers leaders, educators, and families with high need students. Attention has been given to support for homeless students and foster children. These two groups are rarely acknowledged in planning. Further particular attention was paid to adaptations that will need to be made for families and students for whom English is a second language.
- Mechanisms will be put in place to train and support students, educators and families in using this new approach and the tools and resources that are necessary to accomplish mastery. Details are provided in the chart of activities.

(C)(2) Teaching and Leading (20 points)

20

18

(C)(2) Reviewer Comments:

- The Consortium has a high quality plan to improve learning and teaching through a personalized rigorous course of study that is based on the CCSS. Teachers will be trained to assist students in accelerating learning.
- There is a plan put forward to provide training for teachers in blended learning and new ways of assessing students. The plan is not clear about how it will entice teachers to implement the practices learned in PD. The use of the teacher evaluation system that connects teacher success to student success will help over time. It may not be enough to engage a large number of teachers early on.
- All participating educators will be trained at some point over the life of the grant. Facilitators/ coaches will be hired to assist teachers in learning and implementing new strategies in order to meet each student's academic needs.
- Teachers will learn how to adapt content and instruction to engage students in both common and individual tasks in response to their interest and academic needs.
- It was clear to this review how the digital instructional strategies will provide regular feedback. It was not clear how regular feedback would be provided for other teaching methods given that they are using a blended approach.
- The teacher and principal evaluations are grounded in the state approach to evaluation that uses feedback on student academic growth. Educators will also be evaluated on performance related to the functions of the role. Educator will be evaluated annually using different methods such as self-assessments, walkthroughs, formal observations, and goal setting. It is appropriate to use multiple measures. Data from the evaluations will be used to shape the professional development provided by the Consortium.
- All educators will be trained to use the tools and resources that are appropriate for their students. There will be support staff to assist them in making adaptations in their practice.
- The plan is to use the Consortium interoperable data system to make suggestions to teachers about how to adjust instruction for students who are not meeting their benchmarks. It is realistic to use a bank of strategies developed by teachers to drive this system.
- The capacity of educators is being strengthened through a joint professional development Center that will support teachers in need of support and will provide training for educators on how to adapt their current practices to become blended classrooms.
- This should increase the number of students who are taught by effective teachers.
- It was not clear to this reader what the incentive would be for teachers to attend training and implement what is learned.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13

(D)(1) Reviewer Comments:

- The Consortium as a whole and the individual districts have a high quality plan with practices, policies, and rules that will facilitate personalized learning. The Consortium has developed an intricate infrastructure that is easy to navigate and will provided needed support to the LEAs and schools.
- School and district leadership teams have autonomy and flexibility over the operational functions necessary to bring about reform. Several of the schools have site-based management experience already.
- The blended classroom approach is designed to support students in progressing through a course of study based on their academic needs and interests, not age or seat time. Success in the curriculum is based on demonstrated mastery. The avenues to achieve mastery are clearly articulated for high school. It was not clear what options are

<ul style="list-style-type: none"> <li>available for earlier grades.</li> <li>Learning resources and instructional practices will be taught to educators.</li> <li>It was made clear that technology will be used to make learning resources accessible for all students. No information was given for strategies beyond that.</li> <li>Special Education experts will contribute to the planning of materials. Attention will be given to the unique needs of students with Special Needs and ELL. Teachers will be trained to make these adaptations.</li> </ul>		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: <ul style="list-style-type: none"> <li>There is a high quality plan to show that the LEA/Consortium and school infrastructure supports personalized learning to ensure that educators, students, parents, and other stakeholders have access to the necessary content, resources, and tools to support implementation of the plan in and out of school. There are letters of support from several partners who are providing services along side the LEAs and schools to make this happen.</li> <li>Appropriate levels of technical support will be provided to students, educators, parents, and other stakeholders through vendors, some current staff and new staff at the Consortium and LEA level. Teams at the schools along with community organizations will also serve as support.</li> <li>Each of the districts currently has technology systems. The data system to be developed for the Consortium to be used by all of the districts will have an open format.</li> <li>The development of an interoperable data system is a critical project in the proposal. A very thoughtful plan for developing such a system across the districts has been delineated.</li> </ul>		

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
(E)(1) Reviewer Comments: <ul style="list-style-type: none"> <li>The Consortium has a clear and high quality approach to continuously monitor progress and make appropriate adjustments.</li> <li>The governing structure of the Consortium is designed to receive data from each of the districts that aggregates the progress of schools in the district. The Consortium will have an Implementation Team to work with the Board to develop a process for continuous improvement. Given the use of a piloting strategy, this is an appropriate approach to monitoring progress and responding as needed. The process will look at qualitative and quantitative data.</li> <li>The results of monitoring will be shared widely both internally and externally. The system includes an annual report of aggregated data that will be shared broadly. Comments will be solicited to develop mid-course corrections. This process is likely to keep stakeholders engaged and provide thoughtful information for moving forward.</li> </ul>		
(E)(2) Ongoing communication and engagement (5 points)	5	4
(E)(2) Reviewer Comments: <ul style="list-style-type: none"> <li>It is clear how internal stakeholders and partner organizations will have access to the information and provided feedback on a regular basis. The process is likely to lead to the desired feedback to suggest appropriate changes. It is not clear how families or other members of the community will give feedback beyond the annual report.</li> </ul>		
(E)(3) Performance measures (5 points)	5	3
(E)(3) Reviewer Comments: <ul style="list-style-type: none"> <li>The Consortium has stipulated achievable performance measures for students, overall and by subgroup. The difficulty</li> </ul>		

is that they did not give specific rates of change for individual subgroups. They assumed that the rate of change will be the same for each subgroup. That will not close the achievement gaps.

- The measures will provide timely feedback. There does not seem to be a plan to accelerate change.
- The planners gave a thoughtful rationale and stated how each of the outcomes will provide essential information for improvement in line with their theory of action and proposed plan. The conclusions they draw in this area are reasonable.
- Once baseline data is established for each of the outcome areas, the Consortium will analyze the data and make any changes to ensure that the targets are ambitious and achievable.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:

- The Consortium will put out an RFP for a local university and a national evaluator to review progress over time. The Evaluation Team, comprised of these two selected parties, will design the evaluation with feedback from the districts. The evaluation will look at the activities of the grant and their progress to shifting outcomes for children as well as the operations of the LEAs, the schools, and the Consortium. This is a reasonable approach that will likely yield high quality data for decision making.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

- The budget identifies all funding sources, including all governmental sources. Each program budget is reasonable and sufficient to support the work identified. Detail is given in the budget narrative about the use of the grant money.
- A thoughtful rationale is given for each of the expenditures. The application notes one time costs and how it planners will sustain the work after the grant money is gone, using such things as a review of the success of programs, asset mapping of funders and their commitments .
- Levels of financial support from three community partners is included in the budget narrative and in the letters of support.

(F)(2) Sustainability of project goals (10 points)	10	7
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(F)(2) Reviewer Comments:

- The applicant has a high quality plan for sustaining the work after the life of the grant. A chart of activities of how to transfer activities to different stakeholder was well articulated and reasonable. Two key organization have committed to align their funding to this initiative after the grant ends.
- A post-grant budget was not provided.

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8

Competitive Preference Priority Reviewer Comments:

- The application provides great detail about the public private partnerships that support the work of the grant. Several community based organizations and other partners have already begun to assist the schools in the work of supporting families and students around social, emotional, and behavior learning. There are several letters of support to indicate continued partnership into the future.

Six desired results were stated. They did not give specific outcome measures. The outcomes contained academic as well as engagement outcomes. Detail was provided about how each of the partnership will provide support.

- This reviewer did not see specific indicators.
- Throughout the proposal the planners address using resources to serve students from underserved populations. Several of the partnerships are geared toward these populations of students.
- This reviewer did not see information about how they will scale the project beyond the participating schools.
- The capacity of staff in participating schools will be supported through the Consortium Professional Development Center. They will also receive support from university partners and vendors for digital learning.
- The Consortium will use a software program to help them glean lessons learned during implementation. The software has been successfully used in other places.
- The Consortium will use a dashboard for students to assess students' progress and share the data.
- A Technology Team at the consortium level will assist schools in determining their technology and corresponding professional development needs.
- A key activity that was spelled out in the proposal was the use of the external evaluators to assist the schools and the Consortium in using data for decision making during the life of the project.
- It was not clear to this reviewer how all families will be engaged regularly in decision-making.
- The annual performance measures for subgroups will be set after the baseline data has been established.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

- The vision of this Consortium is to focus on the transition grades as key points to intervene and assist students in becoming college and career ready. They begin with early education and target students in the high needs populations and in the lowest performing schools. They believe that preparing and supporting teachers to personalize learning using blended strategies to build a course of study for each student based on his/her academic needs and interests is the key to significant change in student learning over time.
- The Consortium has sound plans to provide support for students, educators, and families as they make the shift to a new way of learning. They will build on partnerships with local universities, businesses, and community based organizations. The Consortium has a governance structure that supports each LEA and school in moving forward on achieving deep learning for all students so that they will be college and career ready. They recognize that educators will need to change their practices and they've developed a system to support them in doing so. The plan has a strong potential to close achievement gaps and increase the graduation and college enrollment rates.

Total	210	185
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# Race to the Top - District

## Technical Review Form

Application #0741OH-2 for Dayton City Board of Education

### A. Vision (40 total points)

	Available	Score

(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
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(A)(1) Reviewer Comments:

The applicant presents clear and convincing evidence of a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests.

- Plan is collaborative in nature, involving a consortium of six high poverty schools, five colleges and universities, five municipalities, one township, county government, the business community, 18 other organizations and a wide array of funders
  - "Cradle-to-career community-wide initiative with joint goals
    - ensuring that 60% of working population possess some type of high-quality, post-secondary credential by 2025
    - turning around 2009 research findings that two out of three students enroll in some post-secondary program, but only one of three graduates within three years
  - Plan is strengthened by a community vision
    - increasing the number of children ready for school
    - ensuring students' performance at grade level (with emphasis on a nationally recognized predictor --3rd grade reading proficiency)
    - graduating young people from high school prepared ready for college and careers
- Builds a case for need by presenting data with clear evidence of challenges, supported by the literature
  - Emphasis on a high needs population (economically challenged)
  - Approximately 75% of County's school-age children in poverty
  - Troubling trends- More than half (50%) of children in low-income areas start Kindergarten either academically or socially behind and only 35% of 25-64 year olds possess a two- or four-year college degree
- Plan is strengthened by history of collaboration through ongoing initiatives and extensive programs and commitment to a joint set of regional strategies in alignment with core assurances
  - Importance of using data and utilizing data management systems to inform instruction
  - The necessity to create more personalized approaches to learning
- Parents and students access to essential data-based systems via Web portals in open data format
- Plans to develop a uniformed, robust data system
  - Currently, systems of 6 districts neither identical nor linked
  - Will allow school administrators and teachers across participating districts to access students' electronic portfolios
- Appropriately describes credible assessments, such as standardized summative assessments, to identify those students who have not mastered content and skills aligned with Common Core Standards

Weaknesses:

While the applicant lists vital structures needed to implement personalized, student-focused approaches to learning and teaching, the information presented is vague.

- The applicant lists appropriate credible assessments, such as standardized summative assessments, but does not describe what "other key indicators" will be used at the four Pre-K-12 transition points

Rating and Rationale: The overall quality of the applicant's response falls in the high medium range. The applicant presents a solid vision with supports from the literature and alignment to the four core educational assurance areas (as defined in this notice) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. Earning all points in this criterion would have required a more thorough description of all assessment approaches.

(A)(2) Applicant's approach to implementation (10 points)	10	10
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(A)(2) Reviewer Comments:

The applicant's approach to implementing its reform proposal is evident of a highly selective quality process and consistent with the goals of Absolute Priority 1.

- Presents a systematic process to select schools to participate
  - Identified specific selection criteria to guide the process
  - Selection criteria consistent with Absolute Priority 1



- Selected schools with high numbers of economically disadvantaged students that exceeded minimum grant requirements (40%), as well as children who are homeless, living in foster care homes, are adjudicated juveniles, seriously behind grade level, and not on track for graduation
- Chose schools with an enthusiasm for project-based learning and willing to dedicate themselves to aligning the curriculum to college and career ready standards and graduation requirements
- Participation required agreement to all stipulations
  - Participation requirements:
    - District completion of an extensive analysis of student achievement participated in setting joint performance measure goals, and conducted surveys regarding their use of technology data systems and personalized learning plans
    - Administrators/leaders, central office personnel and teachers required to write narratives regarding their district vision, progress with school reform, progress in each of the four assurance areas, and success in putting in place teacher, principal and superintendent evaluations based upon student growth
- Comprehensive look at needs beyond school building
  - Schools confronting huge obstacles
    - more than 3,00 crimes within one school attendance zone
    - unemployment rate of 9.6% (above national average)
    - Low birth weight from 6.8% in 1987 to 9.5% in 2010
    - In urban core neighborhoods surrounding selected schools, housing vacancy rates ranging from 20% to 60% with students walking each day through many abandoned, nuisance properties, some of which are used for prostitution and drug trafficking (Census, 2010)
- Documents evidence of meeting qualifications for high poverty and high needs
  - Percentage eligible for free and reduced lunch in the Consortium ranged from 39% to 100%
  - Only 36.4% of English learners proficient in third grade reading (as measured by state achievement test)
  - Only 21.9% of third graders who had disabilities read proficiently
  - Only 55% of all economically disadvantaged students proficient in third grade reading
  - Regardless of LEP status, only 37.5% of Hispanic/Latino students read proficiently in third grade

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant's proposal is supported by evidence of a reform proposal that is systematic, highly selective, and characteristic of a process that meets eligibility requirements.

(A)(3) LEA-wide reform & change (10 points)

10

3

(A)(3) Reviewer Comments:

The applicant provides a clear and comprehensive model with measurable goals.

Theory of change

- Postulates that increased communication and transparency promotes community and family involvement, leading to aligned resources and coordinated efforts
- Proposes short, medium and long term goals, culminating in increased graduation rates and persons receiving post-secondary certificates
  - Community engagement--transparency
    - carefully and aggressively leverage community resources through communication and transparency
    - Logic: If above is accomplished, then Consortium's students will have essential support needed to succeed
  - Personalized learning--college/career ready standards and assessments
    - driven by teachers of a wide array of formative and summative assessments in a student portfolio
    - use of personalized learning plans, individualized environments and assessments aligned to the Common Core that excite and engage students
    - Logic: If above is accomplished, then students will be ready for school and eventually ready for college and careers
  - Accountability--use of data
    - Consortium access to timely data
    - teachers and school leaders have opportunities to analyze and use data to track learning and performance
    - Logic: If accomplished, then Consortium will create classrooms that foster strong value-added academic performance and will be able to use these strategies as part of efforts to turnaround low performing and persistently lowest achieving schools
  - Human capital--greater teachers and leaders

- Strong and well-trained persons in classrooms and schools
- If those well-trained individuals have the pedagogical tools necessary for dealing with needs of students
- Logic: If accomplished, then Consortium will create excellent schools that ensure high performance by all students

Logic model depicts connection between key assurance areas and activities designed to improve performance at significant transition points from Kindergarten through high school and into college

- Describes in great detail scale up activities/pilot programs aligned with rationale consistent with core educational assurances, such as home-based visiting services with preschool children to increase Kindergarten readiness, internships and job shadowing to increase college and career readiness, and programs to reduce loss of learning during the summer
- Activities aligned with goals, responsible parties, timelines, and deliverables

Aligning reform effort with new evaluations that use 50% student growth measures for teachers, principals and superintendents

- Piloted in schools in 2012-13 as part of School Improvement Grants (SIG)
- Proposed

Weaknesses:

Most significantly, the applicant does not present specific evidence of how the plan will be scaled up beyond the participating schools.

Rating and Rationale: The overall quality of the applicant's response falls in the low medium range. While the applicant describes a clear and comprehensive model on how the reform proposal will be scaled up at the district level, it does not present evidence on how the proposal will be scaled up beyond the participating schools.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	3
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(A)(4) Reviewer Comments:

The applicant presents LEA-wide goals that are primarily measurable and supported by descriptions of how goals will be addressed.

- Readiness for Kindergarten (by 5% each year)
  - Performance on summative assessments
- Increasing attendance
  - Measured on a weekly basis
  - Individuals with chronic absences will be designated for interventions
- Reducing school suspensions (by 5% each year)
  - Tracked on a weekly basis
- Graduation rate (increase by 3% in 2012-13, 4% in 2013-14, 5% in 2014-15, and 6% in 2015-2016 and 2016-17)
- Increase FAFSA applications
  - Reviewed on a weekly basis
- Readiness for college (increase by 5% per year)
  - Data examined by teacher-based teams and building leadership teams to identify patterns and trends

The application builds upon work that has already begun with a focus on utilizing innovative solutions for Kindergarten readiness, third grade reading and successful transition to high school.

Some ambiguous and confusing statements, making it difficult for reviewer to determine whether or not applicant's vision is likely to result in improved student learning and performance and increased equity.

- Does not describe innovative solutions
- Does not describe how goal to increase graduation rates will be measured
- Discusses one set of goals for improved student outcomes, but includes a different set in a table
- Does not discuss increased equity

The applicant does not present evidence of an ambitious reform proposal; evidence is incremental.

Rating and Rationale: The overall quality of the applicant's response falls in the low medium range. While goals are present, not all are measurable. Additionally, the applicant does not support all claims made in reform proposal and conflicting information make it difficult to determine whether or not applicant's vision is likely to result in improved student learning and

performance and increased equity.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12

### (B)(1) Reviewer Comments:

The applicant presents convincing evidence to justify its claim of a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching.

- Documents an increase in average performance index from school year 2007-08 to 2010-11
  - 2.8 % increase over four school years
- Demonstrated history of successful collaborative work
  - Participating in annual Kindergarten readiness summits together with 300 parents, preschool and childcare providers, elected officials, city and government , social service agencies and other key community stakeholders
- One participating community partner currently recruiting childcare providers for state's Early Learning Challenge Race to the Top grant implementation
- Demonstrated history of securing multiple external competitive grants
  - Race to the Top
  - Bill and Melinda Gates Foundation (various competitions)
- Demonstrated record of success in some core educational assurance
  - Decrease in average percentage of Kindergarten students who require intensive intervention
    - 5.36% decrease from school year 2007-08 to 2010-11
  - Implementing Grade-Level Reading Plan
    - 2012 All America City Awards Finalist
  - Significant gains in reducing achievement gaps
    - Hispanic students at one participating school district performing well in comparison to white, non-Hispanic students (92.3% to 90.5%, respectively)
    - Latino/Hispanic population in another participating district increased reading proficiency as measured by states graduation test
      - From 50% in 2007-08 to 80% in 2010-11
    - African American population in same school district raised reading proficiency on 10th grade state graduation test
      - From 58.7% in 2007-08 to 67.6% in 2010-11
    - African American population in another participating district raised 8th reading proficiency from 48.7% in 2007-2008 to 63.9% in 2010-11, nearly a 20-point gain
- Lead LEA for reform proposal and one participating community partner currently involved in district Early Learning College Academy, created in 2003 through Bill and Melinda Gates Foundation grant
  - Nearly 100% of low income students and nearly 100% of African American students enroll in college immediately after graduation
- Founder of state's first regional P-12 STEM program
  - Teachers, college professors, and private sector scientists collaboratively creating an inquiry-based, hands-on STEM curriculum
- One participating district implementing School Improvement Grants (SIG) and demonstrating significant gains
  - Moving principals, making changes in faculty, redesigning building leadership teams, increasing instructional time, and increasing use of data to drive instruction
  - 42.9% of students scored as proficient in math on state graduation test in 2007-08 and 65.3% scored as proficient or above in 2010-11--more than a 20 point gain
  - One participating high school's rate for graduating on time grew from 61.4% in 2007-08 to 70.4% in 2010-11
  - Piloting teacher evaluations that have 50% of their evaluation based upon student growth measures in school year 2012-13

The applicant presents clear evidence of sharing of student data ,which occurs through various means (traditional and virtual).

- Review data and plan for instructional changes within professional development workshops, advisory groups, building leadership teams, and teacher-based teams
- Parent meetings, online software that allows parents and students to log in and review individual student performance, understand homework given, and track grades or other scores

- Students and parents mailed reports explaining student's state achievement assessment and graduation test scores, including how to interpret results and mastery of content required at limited, basic, proficient, accelerated and advanced levels

The applicant presents innovative strategies to engage families.

- A parade on children's literacy
- Dinners where parents "make and take" games to reinforce skills
- Distribution of lay persons summary of Common Core State Standards at neighborhood events
- Translation of documents and interpretation at parent meetings and parent-teacher conferences

Weaknesses:

- The applicant presents insufficient evidence for increasing graduation rates.
  - Does not present results for four years (discusses availability of two school years only)
  - Discusses "significant gains" in longitudinal data and makes reference to a graphic that is not present (or not clearly identified in proposal)

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents evidence of an impressive record of success.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

5

5

(B)(2) Reviewer Comments:

The applicant's responses demonstrate a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

- Applicant presents thorough description of current processes, practices, and investments.
- Information made available to public via variety of means
  - Board presentations, meetings
  - Recorded in minutes
  - Title 1 parent meetings
  - Posted on district web pages
  - Made available on state DOE websites
  - Disseminated in published form
  - At school level
  - By searching school building or district on link located on state Treasurer's Office website
- Applicant presents exhaustive list of specific information shared to public and where they can be found
  - Academic plans and strategies
  - Annual reports
  - Average teachers and instructional salaries on the school level
  - Non-personnel expenditures
  - Individual or building-level teacher salaries (part of the approval of payment vouchers at board meetings)
  - Purchase orders for non-instructional materials, including amounts paid

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents supporting data that confirms high level transparency in LEA processes, practices, and investments.

(B)(3) State context for implementation (10 points)

10

8

(B)(3) Reviewer Comments:

The applicant presents an extensive list examples of evidence to support claims of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

- Successful conditions
  - State was awarded Race to the Top state funding

Considerable changes in policy and strategy at state and district level

- legislative changes and state union agreements that have been mirrored by local district initiatives and union agreements
- State data system that serves as a statewide student identifier, statewide teacher identifier that allows for student-teacher match, and a state data audit system; Provides information on student-level enrollment, student-level test data, information on untested students, student-level course completion, student-level graduation, student-level SAT, ACT and Advanced Placement information.
- Allowing school buildings to be used by community partners resulted in wraparound family and student services
- Provides evidence of state supports through legislation and practices.
- Describes specific legislation and practices that are collaborative in nature (allowing school buildings to be used by community partners) and in alignment with Absolute Priority 1 (supporting both blended and traditional classroom instruction for students - personalized learning, permitting schools to use virtual/digital methods for primary instruction for students, legislation allowing credit flexibility, focused on individual mastery of academic content, as well as digital credit recovery, encouraging dual college and high school enrollment, as well as advanced placement courses)

Weaknesses:

The applicant provides vague information regarding the inclusion of teacher evaluations in School Improvement Grant (SIG) schools as a successful condition.

- Documents list of competency areas for teachers
- Does not provide information about each area beyond the list or a description of how areas will be assessed
  - i.e.... "participation in school governance"
- Information to support rationale for including teacher evaluations lacking (Does not provide reasoning)

Rating and Rationale: The overall quality of the applicant's response falls in the low high category. With minor difficulty, the applicant presents convincing evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in its applicant's proposal.

(B)(4) Stakeholder engagement and support (10 points)

10

10

(B)(4) Reviewer Comments:

The applicant presents evidence of extensive involvement and meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal.

- Presents a comprehensive list of engaged stakeholders, including number of people involved
- Presents evidence of an inclusive, well-representative group
  - Comprised of teachers, principals, curriculum and school improvement administrators, teacher union representatives, parents, community service organizations, community afterschool, and family service providers, educational agency representatives, representative from the Fordham Foundation, private, corporate and community foundation staff, parent representatives, government funders/planners, university faculty, and local neighborhood representatives
- Supports case with an in-depth description of the process, including levels of involvement, and timeline
  - Description includes methods of outreach used to engage stakeholders
    - email, phone calls distribution of surveys, invitations to meetings, and presentations at stakeholder meetings
- Presents complete description of specific types of support received (letters and dedication of resources)
- Presents a thorough description of the process used to obtain stakeholder feedback and incorporate into revisions
  - Participation in planning and writing, provided feedback of drafts, attended meetings to brainstorm ideas, and or commented on surveys

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant presents clear evidence of meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal.

(B)(5) Analysis of needs and gaps (5 points)

5

2

(B)(5) Reviewer Comments:

The applicant's response is supported by evidence of identified critical needs and gaps specifically related to personalized

learning environment and college and career readiness.

- Fastest growing jobs require post-secondary credentials
  - About 20% (3,899) of 18-24 year olds have not graduated from high school
  - About 30% (5, 770) 18-24 year olds have high school credential, but no college credential
- Scarce college guidance in high schools
- Limited resources for college supports
  - Lack of effective system for helping families understand financial aid
- Insufficient purposeful connections between services across educational systems
- Personalized learning in PreK and Kindergarten classes limited in LEAs and do not effectively address needs of LEP/English learners, homeless or children in foster care
  - While significant progress made in implementing technology through state Race to the Top grant, districts had limited ability to provide personalized learning to address individual problems of high needs students
  - Homeless, living in foster care, part of Juvenile Justice system, students who are one or more grade levels behind, have already left school, or at risk for dropping out
- Use of personalized learning tools limited
- Few schools used inquiry or project-based learning
- Virtual tools not employed
- Software used as an adjunct traditional instruction

The applicant presents a logical rationale for proposed interventions that align with personalized learning.

- Makes a case for connection between an established personalized learning environment and subsequent college and career readiness
  - Limited resources and guidance, as well as insufficient purposeful connections result in challenges
  - Lack of personalized learning environment for students likely to result in students requiring developmental classes
  - Lack of personalized learning environment for students likely to result in students dropping out of high school without securing post-secondary credential
  - Lack of individual, flexible and personalized learning environment for students creates achievement, particularly for high need students
  - Kindergarten readiness and performance at other critical junctures (i.e... third grade reading) necessary to produce career and college readiness
- Primarily presents significant evidence via statistical data to support rationale
  - Methodology: surveys of teachers and administrators, achievement data
    - Low-income first generation students registered for seven credits yet completed only two credits with a grade of C or better
    - 19.10% and 35.10% is range of students fully ready to enter Kindergarten (2010-11 scores--LEA data across Consortium)
    - Preschool and home visiting programs cannot meet numbers of children needing services
    - African American and Hispanic children lag on third grade reading with projections that 50% might be retained
    - Significant drop out rates occur between middle and high school

Weaknesses:

- Does not support all statements made in proposal with data
  - Does not provide percentage of drop out rates between middle and high school
  - Does not provide percentage of students below grade level, with high discipline referrals or suspensions, Juvenile Court involvement, and with poor attendance
- Does not provide a baseline/describe current system for addressing PreK and Kindergarten needs or providing college guidance

Rating and Rationale: The overall quality of the applicant's response falls in the medium range. The applicant presents data that support an analysis of the its current status in implementing personalized learning environments and the logic behind the reform proposal. However, the applicant does not support all statements made in proposal with data or a description.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
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(C)(1) Learning (20 points)	20	17
<p data-bbox="50 134 448 170">(C)(1) Reviewer Comments:</p> <p data-bbox="77 178 1461 241">The applicant presents an extensive, multi-step plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.</p> <p data-bbox="77 262 1526 325">The applicant presents evidence of a plan that assist students with understanding that what they are learning is key to their success in accomplishing their goals</p> <ul data-bbox="126 346 1515 478" style="list-style-type: none"> <li>• Students engaged in determining their own goals and gradually progressing toward increasing ownership of plan via evolving connection between their interests, passions and dreams, and content they are learning</li> <li>• Students in intermediate and middle school grades more involved in design of their personalized learning and in verbalizing how their current performance and learning goals align with their career interests</li> </ul> <p data-bbox="77 504 1526 598">The applicant documents evidence of a high-quality plan to ensure all students identify and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements</p> <ul data-bbox="126 625 1555 1323" style="list-style-type: none"> <li>• Proposes plan with four transitions-- from preschool and Kindergarten readiness to college and careers</li> <li>• Presents evidence of integrating Race to the Top-District learning principles related to college and career ready standards throughout the plan in each transition</li> <li>• Transitions include input from all stakeholders, including students and parents <ul data-bbox="207 751 1494 814" style="list-style-type: none"> <li>◦ Parents engaged in identifying goals for their children and steps they want to take to pursue them <ul data-bbox="289 783 1494 814" style="list-style-type: none"> <li>▪ Early awareness regarding importance of early learning and its connection to later academic success</li> </ul> </li> </ul> </li> <li>• Students in intermediate and middle school grades more involved in design of their personalized learning and in verbalizing how their current performance and learning goals align with their career interests</li> <li>• American College Test given to middle school students and assist them with comparing results to their long term goals and help students with teachers and parents develop personalized learning plan</li> <li>• Developing plan for learning and adult success <ul data-bbox="207 976 1510 1323" style="list-style-type: none"> <li>◦ Combination of assessments <ul data-bbox="289 1008 1510 1165" style="list-style-type: none"> <li>▪ ACT PLAN--further assesses students' ability to successfully complete college level English, Math, Reading, and Science--</li> <li>▪ State graduation test, End of Course Exams</li> <li>▪ With focus on providing information critical to helping students and parents understand where they are relative to their career and post-secondary education goals</li> </ul> </li> <li>◦ Arranging real life learning environments that enhance the comprehension of academic content through internships, job shadowing, and service projects</li> <li>◦ Working with corporate and community partners</li> <li>◦ Selected research-based software that align with Common Core standards related to college and career readiness</li> </ul> </li> </ul> <p data-bbox="77 1350 1412 1413">The applicant's plan provides evidence of support for students to be involved in deep learning experiences in the areas of academic interest.</p> <ul data-bbox="126 1440 1515 1791" style="list-style-type: none"> <li>• At every stage, activities informed by assessments and then personalized</li> <li>• Blended and inquiry-based learning</li> <li>• Such as mobile devices <ul data-bbox="207 1539 1515 1665" style="list-style-type: none"> <li>◦ Teacher and student training and support regarding ways to use tools and resources--IT coordinator and Educator Resource Center</li> <li>◦ Focused on students identifying driving questions that allow them to explore academic content in intellectually engaging way</li> </ul> </li> <li>• New options for differentiating and scaffolding learning <ul data-bbox="207 1696 1177 1728" style="list-style-type: none"> <li>◦ STEM Fellows trained through Regional STEM Center --guide use of STEM kits</li> </ul> </li> <li>• Students in intermediate and middle school grades more involved in design of their personalized learning and in verbalizing how their current performance and learning goals align with their career interests</li> </ul> <p data-bbox="77 1816 1477 1879">The applicant presents some evidence of ensuring that all students have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning.</p> <ul data-bbox="126 1906 1445 1997" style="list-style-type: none"> <li>• Parents given tickets and bus passes to access community resources (i.e.... Library and Museum)</li> <li>• Parents invited to group activities with other parents and community cultural events addressing diverse cultural perspectives and contexts</li> </ul>		

The applicant presents evidence of ways in which students will be supported to master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

- Goal to respond to unique needs of students and allow them to recover credits, and accelerate learning
  - Will use credit flexibility related to mastery of material and digital credit recovery to address high need students who are behind and not on track for graduation and/or at risk for dropping out
- Students engaged in determining their own goals and gradually progressing toward increasing ownership of plan via evolving connection between their interests, passions and dreams, and content they are learning
- Students in intermediate and middle school grades more involved in design of their personalized learning and in verbalizing how their current performance and learning goals align with their career interests
- Develop transitional enriched Kindergarten class (smaller class sizes, opportunity for two year process or ability to accelerate, entering first grade after first year
- Expanding number of reading teachers with specialized reading expertise
  - Smaller sized classroom with more extensive intervention designed to remediate reading difficulties then accelerate students' learning to enter next grade "on time" with peers
- Summer slide program to prevent loss of critical learning over summer months (typical for economically disadvantaged students)
- Transition coordinators to assist with social, emotional familial and academic needs as students make transitions from middle to high school to college

The applicant presents evidence of a plan that provides each student with access to a personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready.

- Will use credit flexibility related to mastery of material and digital credit recovery to address high need students who are behind and not on track for graduation and/or at risk for dropping out
- Students engaged in determining their own goals and gradually progressing toward increasing ownership of plan via evolving connection between their interests, passions and dreams, and content they are learning
- Students in intermediate and middle school grades more involved in design of their personalized learning and in verbalizing how their current performance and learning goals align with their career interests

The applicant documents evidence of a plan that will ensure all students have access to (1) a variety of high-quality instructional approaches and environments; and (2) high-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements

- Blended learning and using digital technology
- Blended and inquiry-based learning
  - Will enhance use of digital instructional materials
  - Teaching specific skills for numeracy, language and literacy, and early STEM experiences in a variety of environments and with diverse cultural contexts
  - Focused on students identifying driving questions that allow them to explore academic content in intellectually engaging way
- New options for differentiating and scaffolding learning
  - STEM Fellows trained through Regional STEM Center --guide use of STEM kits

Applicant documents evidence of a strategy to ensure that each student (prekindergarten to high school) has access to ongoing and regular feedback.

- Preschool and Kindergarten readiness
  - Ages and Stages Questionnaire (ASQ) -- Provide parent training so they can track developmental progress of their children
- Bracken test -- Results shared with parents who will identify and pursue learning goals
- At every stage activities informed by assessments, personalized and targeted to needs of both the student and parents
- Middle school
  - ACT ENGAGE Test --given to students and then results compared to their long-term goals
    - Helps students with their teachers and parents develop personalized learning plans
  - ACT EXPLORE --measures 8th grade students in English, Math, Science, and Career exploration to generate ideas regarding future plans



- Feedback from assessment allow for goal setting (regarding academic and social growth) by student with assistance from the teacher and parent
- High school
  - ACT PLAN --assessment that assesses students' ability to successfully complete college classes--English, Math, Reading, and Science)
    - Provide key knowledge crucial to helping students and parents understand where students are relative to their career and post-secondary education
- Parents given access to online log-in information to obtain additional feedback regarding child's progress

The applicant presents evidence of strategy to ensure that each student has access to accommodations and high-quality strategies for high-need students (as defined in this notice) to help ensure that they are on track toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements

- Interventions with English learners address critical skills for second language acquisition and receptive-expressive language skills
- Summer slide program to prevent loss of critical learning over summer months (typical for economically disadvantaged students)
- Develop transitional enriched Kindergarten class (smaller class sizes, opportunity for two year process or ability to accelerate, entering first grade after first year
- Smaller sized classroom with more extensive intervention designed to remediate reading difficulties then accelerate students' learning to enter next grade "on time" with peers

The applicant documents evidence of a strategy to ensure mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

- Teacher and student training and support regarding ways to use tools and resources
  - Assistance from IT coordinator and Technology Coordinators
  - Training on use of technology
  - Training on ACT College Readiness, ACT Engage, and ACT EXPLORE systems, credit recovery software
  - Training on additional software
  - Annual verification of training

#### Weaknesses:

The applicant's proposal provides limited evidence of ensuring that all students have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning.

- Applicant's response does not describe specific diverse cultural contexts in which all students will be exposed that motivate and deepen individual student learning.

The applicant's response to responding to the needs of high needs students, particularly those who are homeless is vague.

- Does not provide a description or examples of possible collaborative efforts with community partners to address the needs of these students
- Does not provide examples of potential community partners

Rating and Rationale: The overall quality of the applicant's response falls in the middle high range. The applicant presents evidence of a structured plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. While the applicant addresses high needs students in general and some specifically, such as English learners, this is not the case for all populations (homeless students) addressed in the proposal.

(C)(2) Teaching and Leading (20 points)	20	20
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#### (C)(2) Reviewer Comments:

The applicant presents a comprehensive and systematic response in support of its plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

- Plan provides a thorough description for engaging participating educators in training, and in professional teams or communities

- Proposes to implement a blended learning approach to personalization
  - Will involve providing teachers the knowledge, skills, time, and support needed to effectively use instructional technology to create blended environments
    - Resulting in students receiving instruction through open source mechanisms and innovative delivery systems (i. e. You Tube, Khan Academy, interactive white board)
  - Provide all participating schools access to up-to-date technology learning tools and access to teachers who can customize curriculum
  - Providing skilled resources through Educator Resource Center
    - With assistance from the five region's colleges and universities and insights from Professional Development Advisory Team
    - Opportunities for both teachers and principals
    - Several short sessions, reducing number of pull-out days requiring substitute teachers
    - Delivered through multiple modalities (i.e.... on-demand learning, videoconferencing, and site-based sessions)
    - Programming based on needs assessment of Professional Development Advisory Team
    - Provide access to learning communities
- Using results of professional needs assessment conducted by Advisory Team, establish professional development tracks aligned with college and career ready standards and best practices in personalized learning, including the adaptation of content and instruction delivery based on student interest and need
- Plan provides specific actionable information for ensuring that all participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements (as defined in this notice).
  - Educator Resource Center's technology infrastructure will serve as management tool for administrators
    - Will allow districts to monitor and track professional development participation, accurately measure impact on students, and flexibly offer trainings that respond to school, student, or teacher needs
    - Will be programmed to respond to evaluation results and provide suggested courses for professional development
  - Appoint Data Technology Team with representatives from each participating district and various stakeholders (i.e..., teachers, principals, district leaders, universities, and IT Coordinator)
  - Will use districts' training needs to inform virtual learning center's concept, business plan, and management plan
    - Staffing needs studied and determined as part of management plan
- Will develop new system that will leverage existing data from state longitudinal data system, integrate new data sets, and create a user-friendly interface (dashboard) to provide students, teachers, and parents an electronic portfolio that synthesizes and organizes pertinent data regarding students' performance, attendance, assignments, progress, interventions, and other key indicators of success
- Use of frequent formative assessments
  - Student access to courseware and other learning resources with embedded assessments that provide tailored, immediate feedback while also informing teachers' decisions about high-leverage instructional approaches and interventions that best meets students' needs and interests
  - Teacher access to online discussion boards as well as closed social media groups to facilitate sharing of experiences and best practices
- Plans to adopt teacher and principal evaluation systems aligned to state's model by start of 2013-14 school year
  - Currently piloting systems in three districts
  - Collaborative efforts between Educator Resource Center with State Department and State Trainers hired to offer appropriate professional development modules in areas such as effective evaluation practices, the use of data from teacher and principal evaluations to define professional development needs and drive actions toward school improvement, and choosing high-level instructional strategies
  - Will also use a superintendent evaluation aligned to state DOE's model
    - Structure already in place
- Plan documents specific approaches or ensuring that participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice).
- Opportunities for leadership training through new Center for Leadership (embedded with Educator Resource Center)
  - Focus on executive coaching and mentoring to enhance school-leader skills

- Plan presents innovative ways for increasing the number of students who receive instruction from effective and highly effective teachers and principals (as defined in this notice), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).
  - Collaborate with regional universities to expand availability of Urban Teacher Academies
    - Recruit the most promising teacher candidates to pursue training uniquely developed to prepare teachers for working with urban and/or high-poverty students and their families
    - Discussions around concept currently taking place

Rating and Rationale: The overall quality of the applicant's response falls in the high category. The applicant presents a convincing case for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready using innovative strategies.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	12

### (D)(1) Reviewer Comments:

While some areas of applicant's proposal is supported by clear and convincing evidence practices, policies, and rules that facilitate personalized learning, there is insufficient data overall to support applicant's claims of a high-quality plan for this criterion.

The applicant presents evidence of a good governance structure that provides a thorough description for carrying out its operations.

- Consortium governed under Memo of Understanding
- Presents organizational chart to serve as a visual
  - LEAD LEA identified
  - Board members to be established with union representation and district superintendent or designee
  - Plan for establishing by-laws, policies, and procedures
    - Convening meetings and meeting schedules
    - Representation on the board
    - Expenditure reimbursement
    - Mastery test
    - Independent study
    - Simultaneous credit
  - Provides description of roles and responsibilities

The applicant presents clear and convincing evidence of a plan to give students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic.

- Statewide plan for implementing methods for students to earn units of high school credit based on demonstration of subject area competency in place
  - "Credit Flex" --provides opportunities for students a to master content based on personal interests and needs
  - Option already in place
    - Some districts have simple "credit flex" policy statements
    - Others have adopted comprehensive plans that provide students with multiple options
      - College options
      - Credit acceleration
      - Credit recovery
  - Also seen as a response to high school drop out problem because it offers multiple pathways to graduation

The applicant presents a clear description supported by a rationale of specific individualized ways that will meet a student's needs when addressing standards.

The applicant provides evidence of specific strategies plan for providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

The applicant presents clear evidence for giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways.

- Students will work at their own pace to reinforce a particular skill or standard until mastered
- Will address standards one at a time, not just when entire group is being taught
- Likewise, students able to demonstrate mastery of a particular skill may progress to next level
- Multiple options of "credit flex" plan

Weaknesses:

The applicant presents conflicting info regarding state's drop out "problem"

- Longitudinal data --four year graduation: Four out of six participating districts have graduation rate of 80% or higher
- Data show two districts under the 80% mark
  - One district has graduation rate of 75.7%
  - Second district has graduation rate of 65.5%

The applicant is unclear regarding whether all participating districts will use multiple options of flex credit or if some will continue to use a general, "simple" option.

Rating and Rationale: The overall quality of the applicant's response falls in the low high range. The applicant presents evidence of a good infrastructure, the governance of the Consortium. The applicant presents evidence of an autonomous process and alternative ways to assess. The applicant presents some evidence with conflicting data and ambiguous statements.

(D)(2) LEA and school infrastructure (10 points)	10	10
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(D)(2) Reviewer Comments:

The applicant documents evidence of a comprehensive innovative plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

- Plan supported through documentation of interactive learning resources and interactive classroom information systems
  - Personalization through a blended learning model
    - Uses multiple instructional delivery systems, including technology-enabled and face-to-face for parents, educators, stakeholders and students
  - Interactive learning resources
    - Designed for students, teachers and parents
    - Offers students coursework with options for multi-media demonstrations, simulations, group projects, text and video conferencing, embedded student assessment based on their learning styles and interests
    - Offers teachers professional development, collaboration tools, and rigorous rubrics for assessment
    - Provides parents access to their child's digital portfolio via any Web-enabled device, opportunity to view their child's progress as well as communicate with the teacher
  - Interactive classroom information systems
    - 24/7 access to students, parents, and teachers
    - Assignment details
    - Homework
    - Teacher messages
    - Attendance
    - Participation
    - Teacher websites
  - User-friendly tools and applications for students of all levels of ability
    - Adapted to Universal Design for Learning Standards
  - Support through Data Technology Team
    - Inventory existing technology resources within districts, conduct a needs assessment and develop specifications for a system that leverages previous investments in district- and state- level technologies
    - Address high priority needs
      - Access to technology at school, home, and other sites of Internet availability, including high-speed, broad band, instructional applications
    - Has budgeted for instructional technologies and devices needed to support blended learning instruction
    - Access for all ensured through installation of work station in each participating school--will be available to parents and stakeholders

- Will initiate efforts with library system to ensure that school data system resources easily accessible from computers available for public use
- Technical support and specific face-to-face and online training sessions for teachers, school leaders, and district administrator
  - Separate online trainings/tutorials for teachers to present to students
  - Both online and face-to-face group formats with parents and other stakeholders
- Will employ Transition Instructional Specialists to analyze wide range of academic performance metrics
- Implementation of peer-to-peer support strategy for students, parents, and teachers
- Online, on-demand tutorials, trainings, FAQs will be available to aid in system's use by all
- Conduct pre- and post- surveys of parents in six participating districts to determine level their level of satisfaction with data system and to solicit suggestions for improvement
- Open -data, non-proprietary, machine-readable format
- School district data processing centers operated by Information Technology Centers, and other reporting agencies linked for purposes of transferring data to state Department of Education
  - Collects staff, student, district/building, and financial data
    - Provides a descriptive list of data collected (i.e... course information, attendance, demographic, student attributes, and test data)
- Plan supported by rationale for each activity, timelines with staggered start dates according to specific activity, responsible parties, and specific deliverables

Rating and Rationale: The overall quality of applicant's response falls in the high range. The applicant overwhelmingly presents evidence for supporting project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined in this notice), and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

### (E)(1) Reviewer Comments:

The applicant presents a systematic, rigorous continuous improvement process.

- Guided by a systematic process that will look at both qualitative and quantitative data
  - Continuous Quality Improvement (CQI) process
    - Will utilize Cause and Effect Diagrams, Pareto Charts, and Flow charts to define various processes
    - Focus on analyzing structural or systemic barriers to success
    - Will look at how effective different parts of program are in responding to identified needs and gaps
- Focus on continuous incremental change
- Supported by a description of specific steps that address how applicant plans to monitor, measure, and publicly share information
  - Goal is to monitor progress on project-wide goals and performance measures
  - Disaggregate results by racial and ethnic group, students with disabilities, English learners, individuals who are homeless or in foster care, one or more years behind in school, or who are at risk of dropping out or not graduating
    - Goal is to review data for disparities in results
    - Interventions customized in accordance with unique situation of student and family
  - Aligns specific steps/action items with parties responsible
    - Roles of each stakeholder group in proposed continuous improvement process outlined
  - State accountability assessments measured in accordance with state DOE schedule
    - Plans to use quarterly, short cycle assessments to provide interim benchmarks
  - Plans to use data from additional listed assessments to further define students who are on track for college admission without additional coursework
  - Plan is to share results with both internal external stakeholders
  - Provide aggregate data via annual report to participating districts, school superintendent, and school board
    - Based on academic year performance and will be available by September 1 of subsequent academic year.
    - Data shared and public comment solicited to make decisions regarding impact of different strategies and

- identify essential program changes to enhance effectiveness
- Key element of CQI process is that mid-course corrections can be made in all elements of program design in time for changes to be shared

The applicant presents evidence of implementing a process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant.

- Constantly make available progress on formative instructional assessments using the rapid data from student portfolios in student information system
- Track information regarding attendance, discipline referrals, and out-of-school suspensions through student dashboards so that Teacher Based Teams can review all early detection flags weekly
  - Goal is to identify and intervene with students most at risk
- Key element of CQI process is that mid-course corrections can be made in all elements of program design in time for changes to be shared

The overall quality of the applicant's response falls in the high range. The applicant presents evidence of a rigorous continuous improvement strategy that is supported by evidence of timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The applicant describes a structured plan for monitoring, measuring, and publicly sharing information on the quality of its investments funded by Race to the Top – District.

(E)(2) Ongoing communication and engagement (5 points)

5

5

(E)(2) Reviewer Comments:

The applicant presents evidence of a comprehensive plan for ongoing communication and engagement with internal and external stakeholders.

- Inclusive plan that engages both internal and external stakeholders
- Presents an extensive description of a variety of methods for ongoing communication and engagement
  - Teachers
    - Via review of flags on an aggregate dashboard and data regarding their particular students in particular
    - Emails, newsletters and presentations regarding process
      - Will be provided in multiple languages (as appropriate) to ensure access across
  - Principals
    - Will be involved in Transformational Teams and Building Leadership Teams
  - Union or collective bargaining representation
    - Will take place on Transformational Teams
  - Parents and youth
    - Will be represented on Transformational Teams
    - Each building responsible for developing a process for involvement of both youth and parents on CQI process on monthly basis
    - Information shared via district websites, emails, formal presentations to stakeholders, and public policy meetings
  - Community stakeholders (including agencies that are providing services in schools or as part of outreach to schools)
    - Will be invited to meetings
    - May interface with either Building Leadership Teams or another vehicle on at least a monthly basis
    - Will participate in CQI process
      - Results of analysis provided to funders
      - General information to all funders will be available on website of Lead LEA

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant's presents extensive evidence of strategies for ongoing communication and engagement with internal and external stakeholders.

(E)(3) Performance measures (5 points)

5

4

(E)(3) Reviewer Comments:

The applicant presents an exhaustive list of ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

- Presents strong evidence of a set of annual performance measures to assess progress of each district in meeting

overarching goals and reform vision of the RTT-D grant

- Presents reasonable performance measures
  - Examples: Increase graduation rate by 1% per year over next four years
  - Increase percentage of students who enroll in college by 2% per year over next 4 years
- Presents ambitious performance measures
  - Example: Increase percentage of students scored as fully ready for kindergarten by 5% each year
- Measures include existing provided indicators, as well as indicators for which baseline data exists
- Presents evidence of additional identified performance measures specific to Competitive Preference
- Accompanying rationale supported by logical explanation and the literature
  - Example: Increasing performance on state achievement across subgroups will mitigate academic achievement gap, decrease disparity that exists, and is key to accomplishing overall goal of students being college and career ready
- Describes in detail how data will be used to measure gains for most performance measures listed and takes into consideration factors that may impact results
  - Enrollment number for college may be "flat until 2019 because it is not possible to impact those students who have or are about to graduate high school."

Weaknesses:

The applicant does not describe in detail how data will be used to measure gains for all listed performance measures.

- Presents a vague description regarding how the performance measure, increasing the number of teachers with reading endorsements will be reviewed and improved over time if found insufficient to gauge implementation process

Rating and Rationale: The overall quality of the applicant's response falls in the high range. The applicant primarily demonstrated evidence of ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. There was one area of ambiguity regarding the applicant's plan for how one performance measure would be reviewed and improved over time if insufficient to gauge implementation progress.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3
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(E)(4) Reviewer Comments:

The applicant presents a structured plan to evaluate the effectiveness of Race to the Top – District funded activities, but demonstrates some difficulty in presenting all information in a clear and concise manner.

- Presents a complete overview of the process, evaluation of the framework, methods to be conducted in each year of the grant, specific examples of what will be analyzed with rationale, and ways in which evaluation findings will be reported
  - Overview
    - Will engage a local university research partner and national evaluation firm to design and conduct rigorous evaluation with goal of collecting data to determine program effectiveness
    - Evaluations guided by best practices in the literature
    - Will finalize design, research questions, and building level process measures within first four months of grant
  - Evaluation of the framework
    - Will include formative and summative components
    - Will use multiple sources of quantitative and qualitative data
    - Will triangulate data to examine interaction of implementation and outcomes and to integrate feedback from broad group of stakeholders
    - Will disaggregate student outcome data to examine achievement of subgroups and measure extent to which achievement gaps for low-income and high need students are reduced
  - Methods to be conducted in each year of the grant
    - Collection and review of program documentation
    - Analysis of student data from assessments and surveys
    - Analysis of student data from district databases
    - Analysis of educator data
    - Surveys of principals, teachers/staff members, students, parents, and community members
    - Interviews with RTT-D and district staff
    - Focus groups
    - Site visits to a sample of participating schools (to conduct interviews, focus groups, and observations of program activities)

- Measures will be determined by individual districts
- Data Reporting
  - Evaluation team responsible for analyzing formative and summative evaluation data and regularly communicating and sharing findings with RTT-D project staff
  - Data presented informally and continually
  - Data presented formally at regular quarterly meetings for both the Implementation Committee and Governance Board
    - Will create and disseminate annual summary reports on program's outcome measures

**Weaknesses:**

The applicant presents some confusing information regarding the determination of measures.

- Does not describe in detail the process of allowing individual districts to determine their own measures
- Does not provide a rationale for this decision
- Does not present details of how independent evaluators will facilitate the process with individual participating districts

The applicant presents conflicting information regarding the use of independent evaluators and the evaluation team. The reader is not clear about the roles and responsibilities for each evaluator type. Are these the same or is one contracted (as indicated in the proposal) and the other an internal team?

**Rating and Rationale:** The overall quality of the applicant's response falls in the medium range. The applicant attempts to present plans to evaluate the effectiveness of Race to the Top – District funded activities with some difficulty in providing a complete description of all activities.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The applicant presents a comprehensive and structured budget that includes the following:</p> <ul style="list-style-type: none"> <li>• Activities and requested funds organized according to transition points over four years               <ul style="list-style-type: none"> <li>◦ Each of the four identified focus areas described in plan rooted in systemic change</li> </ul> </li> <li>• Identifies all funds that will support the project (using state and federal resources, as well as community-based organizations--the United Way)               <ul style="list-style-type: none"> <li>◦ Title I - Part A (Professional Development)</li> <li>◦ Title IIA Professional Development)</li> <li>◦ Title III LEP and Immigrant</li> <li>◦ IDEA Early Intervening Services</li> </ul> </li> <li>• Presents a description of all funds it will use to support the implementation of the proposal, including total revenue from these sources</li> <li>• Budget narrative describes in detail personnel roles and responsibilities and time required to complete responsibilities (FTE), as well as a rationale for each budget category</li> <li>• All funds included in budget summary detailed in project-level budgets, tables, and spreadsheets</li> <li>• Requested amount appropriate for development of specified technology (on demand technology access and service across participating districts, and student access to their electronic portfolio/personalized learning plans)</li> <li>• Personnel salary reasonable for described roles and responsibilities, current market, hiring needs, and districts' ability to subsequently sustain the effort using local resources               <ul style="list-style-type: none"> <li>◦ Current organization does not have personnel to manage grant</li> </ul> </li> <li>• Additional subpart budget narratives include appropriate requested amounts aligned with rationale (scaling up/down of personnel and action items)</li> </ul> <p><b>Rating and Rationale:</b> The overall quality of the applicant's response falls in the high range. The applicant presents convincing evidence of a structured budget.</p>		
(F)(2) Sustainability of project goals (10 points)	10	8



(F)(2) Reviewer Comments:

The applicant presents evidence of a high-quality plan for sustainability of the project's goals after the term of the grant.

- Plan is comprehensive and structured
  - Activities and requested funds organized according to transition points over four years
    - Each of the four identified focus areas described in plan rooted in systemic change
- Resources included in project budget sustained using state and federal resources
- Is reasonable and sufficient to support the development and implementation of its proposal
- Requested amount will support consortium of six districts and align with project activities, required personnel, and proposed technology implementation
  - Significant percentage of grant funds will be utilized to establish on-demand technology across the Consortium
  - Proposes that infrastructure improvements will enable districts to implement their own on-demand technology initiatives to service students and their electronic portfolios/personalized learning plans--but once established, districts will sustain effort using local resources

Weaknesses:

The applicant proposes that by the end of the grant, most students will have transitioned from school-owned to personally-owned computing devices and that the technology component of this grant proposal will be self-sustained due to family supplied devices.

- Does not present description of how equity will be maintained to ensure continued access for homeless students and other students who are economically disadvantaged

Rating and Rationale: The overall quality of the applicant's response falls in the low high range. With minor difficulty, the applicant documents evidence of a structured plan.

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

The applicant provides evidence of the coherent and sustainable partnership that it has formed with public or private organizations

- Evidence of comprehensive and long-term school and community partnerships
  - Documents 9 established partnerships
  - Documents 17 year history (since 1995) with partnerships
  - Established partnerships with known effective organizations and foundations
    - U.S..... Department of Justice
    - Bill and Melinda Gates Foundation
    - Big Brothers, Big Sisters
    - United Way
      - Have committed to providing support services associated with the RTT-D application
- Presents a detailed description of partnerships collaboration activities that will benefit students

The applicant identifies and describes not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal.

- Specific desired results-- both educational and noneducational
  - Increase in percentage of students ready for Kindergarten, proficient in reading and math, completed FAFSA forms, college applications, and college visits, students who completed 1 or more internships, job shadowing, or service projects, as well as levels of hope and other qualities related to persevering in educational goals
- Targeted population group inclusive of K-12 and families

The applicant describes a strategy for how the partnership would:

- (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students (as defined in this notice);

- Collect baseline data with the assistance of an external evaluator
- Perform segmentation analysis of students into groups by need (high, medium, low)
- Collect rapid time and real time data to inform planning process and set foundation for use of data in implementation phases

(b) Use the data to target its resources in order to improve results for participating students (as defined in this notice), with special emphasis on students facing significant challenges, such as students with disabilities, English learners, and students affected by poverty (including highly mobile students), family instability, or other child welfare issues;

- Disaggregate indicators and segmentation analysis on demographic variables
- Weekly staff planning for improvements

(d) Improve results over time

- Use CQI Plan, Do, Check and Act to analyze and use results in continuous cycle
  - Identify processes that need to occur, implement the plans, and check on their results over different indicators
- Integrate efforts with statewide Longitudinal Data Systems (LDS)
- Develop early childhood data system integration plan
- Implement an electronic transcript brokerage service for sharing transcript data between P-12 and Higher Education
- Expansion of efforts to facilitate analysis of program effectiveness and to address other key policy questions and ensure transparency of data reporting

The applicant presents evidence of how partnership would integrate education and other services for participating students.

- School-based home visits
- Mentoring
- Personalized learning
- In school suspensions
- Teaching conflict resolution
- Expansion of successful positive behavior techniques
  - Use of adult advocates to reduce number of students who drop out and to address students already involved with the criminal justice system

The applicant describes a plan for building the capacity of staff in participating schools by providing them with tools and supports to accomplish the following:

- Document lessons learned from the planning process through a collaboration survey provided to all stake holders
- Data collected as part of planning process will form partnership dashboards for examining outcomes across providers and student groups
- Other partnership dashboards under review with goal of allowing Consortium and community partners to track social and emotional needs
  - Communicate aggregate outcomes in neighborhood flyers, social media, and a website
  - Engage families and broader community in reviewing aggregate data (without identifying information)

The applicant presents evidence of identified ambitious performance measures yet achievable performance measures for the proposed population-level and describe desired results for students.

- Example: Increase percentage of students scored as fully ready for kindergarten by 5% each year
- Measures include existing provided indicators, as well as indicators for which baseline data exists
- Presents evidence of additional identified performance measures specific to Competitive Preference
- Accompanying rationale supported by logical explanation and the literature
  - Example: Increasing performance on state achievement across subgroups will mitigate academic achievement gap, decrease disparity that exists, and is key to accomplishing overall goal of students being college and career ready

Weaknesses:

The applicant presents confusing information related to desired results.

- Documents a proposed decrease in suspensions from 2010-11

The applicant does not describe a specific strategy to scale the model beyond the participating students (as defined in this notice) to at least other high-need students (as defined in this notice) and communities in the LEA or consortium over time.

The applicant presents limited information about communicating data on needs and solutions.

- Unclear about how results of processes will, specifically, be communicated to funders, stakeholders, and consumers

The applicant presents limited evidence on engaging parents and families

- Does not describe the actual process of engaging parents, and families of participating student in reviewing aggregate data

Rating and Rationale: The overall quality of the applicant's response falls in the high medium range. While the applicant presents some overwhelming support, such as the documentation of multiple long-standing school and community partnerships, other areas in the proposal are unclear and lack detailed descriptions of processes.

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

### Absolute Priority 1 Reviewer Comments:

The applicant presents sufficient evidence to meet the requirements of Absolute Priority 1: Personalized Learning Environments. Primarily, applicant's proposal addresses the required standards of each criterion.

The applicant's plan, strengthened by a community vision, is collaborative in nature, involving a consortium of six high poverty schools, five colleges and universities, five municipalities, one township, county government, the business community, 18 other organizations and a wide array of funders. The plan is further strengthened by a history of collaboration through ongoing initiatives and extensive programs and commitment to a joint set of regional strategies in alignment with core assurances

- Builds a case for need by presenting data with clear evidence of challenges, supported by the literature

The applicant's approach to implementing its reform proposal is evident of a highly selective quality process and consistent with the goals of Absolute Priority 1.

Logic model depicts connection between key assurance areas and activities designed to improve performance at significant transition points from Kindergarten through high school and into college

The applicant presents LEA-wide goals that are primarily measurable and supported by descriptions of how goals will be addressed.

The applicant presents convincing evidence to justify its claim of a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching.

The applicant's responses demonstrate a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration as evidenced by a thorough description of current processes, practices, and investments.

The applicant presents an extensive list examples of evidence to support claims of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

The applicant presents evidence of extensive involvement and meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal.

Makes a case for connection between an established personalized learning environment and subsequent college and career readiness

The applicant presents an extensive, multi-step plan for improving learning and teaching by personalizing the learning

environment in order to provide all students the support to graduate college- and career-ready.

The applicant presents a comprehensive and systematic response in support of its plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. The plan provides a thorough description for engaging participating educators in training, and in professional teams or communities

Plan supported through documentation of interactive learning resources and interactive classroom information systems, as well as personalization through a blended learning model

The applicant presents a systematic, rigorous continuous improvement process.

The applicant presents evidence of a comprehensive plan for ongoing communication and engagement with internal and external stakeholders.

The applicant presents an exhaustive list of ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures.

- Presents strong evidence of a set of annual performance measures to assess progress of each district in meeting overarching goals and reform vision of the RTT-D grant

The applicant presents convincing evidence of a structured budget.

Total	210	171
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# Race to the Top - District

## Technical Review Form

Application #0741OH-3 for Dayton City Board of Education

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>A(1)</p> <p>The applicant uses a district wide approach to implementing reform in a clear and comprehensive manner. <i>Transitions for Success</i> articulates a vision for moving students out of generational poverty, preparing students for college and career ready standards and increasing college graduation among participating students. <i>Transitions for Success</i> is a consortium model including six high poverty school districts, five colleges/universities and other partnerships. The applicant provides evidence of a clear and credible approach focusing on four transition points- kindergarten readiness, third-grade proficiency, successful transition to high school and college and career readiness upon high school graduation.</p> <p>The applicant articulates a clear and credible approach placing <i>Transitions for Success</i> in the high range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>A(2) <i>Transitions for Success</i> provides evidence of reform with a high quality plan for implementation</p> <p>A(2)(a) The applicant provides documentation on the selection process for schools included in the Consortium. Some indicators for choosing</p>		

participating schools included

- schools with high numbers of economically disadvantaged students
- students identified as homeless, living in foster care, adjudicated juveniles, behind grade level, not on track for graduation
- schools who use or willing to use strategies to individualize instruction and problem based learning
- schools implementing Common Core state standards and assessments
- schools willing to participate in a data system aligned with the Ohio Instructional Improvement System and the Ohio State Longitudinal Data System
- schools and districts willing to improve teacher recruitment and enhance professional learning for teachers
- schools using the Transformation Model as the intervention strategy to increase student performance

A(2)(b)(c) The applicant provides a list of schools that will participate in grant activities, the total of number of participating students from low income families and the number of high need students participating. The applicant provides the number of participating educators.

- Participating students in the consortium who are economically disadvantaged range from 39% - 100%
- Participating students in the consortium who are high needs range from 28.9%-100%

The applicant details the consortium's approach to implementing *Transitions to Success* including diverse groups in planning and revising from feedback provided. The applicant details a plan on reaching subgroups (economically disadvantaged and high need students placing the applicant in the high range.

(A)(3) LEA-wide reform & change (10 points)

10

7

(A)(3) Reviewer Comments:

A(3) The applicant demonstrates evidence of a high quality plan describing how the reform will be scaled up into meaningful reform. The reform includes short, medium and long range goals.

- Home visit programs implemented in target schools and by the end of the grant period in all schools. The plan shows steady progress 25% (initial)- 100% by 2016.
- Summer slide intervention programs implemented initially in 10% of Consortium schools and 100% by 2016.
- Strategies to address applicant transition points (Pre K, 3.5 transition grade, Middle School ACT ENGAGE, EXPLORE, High School Common Core) increase over the grant period

The applicant provides evidence of a clear and comprehensive logic model. Included in this model are measureable outputs attached to short term, mid term and long term goals. The applicant provides documentation on reaching 100% of schools in home visits and summer slide intervention programs but it is not clear if this percentage includes consortium schools only or if the reform reaches beyond participating schools.

The applicant details wide reform and change. Overwhelmingly the evidence shows a high quality plan. The applicant is not clear in reform efforts beyond participating schools placing *Transitions for Success* in the middle range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

7

(A)(4) Reviewer Comments:

A(4)(a-d) The applicant provides documentation of a high quality plan to improve student outcomes. The applicant provided limited data on subgroup indicators citing the data was not finalized by the Ohio Department of Education at the time of the proposal. Limited documentation is provided for decreasing achievement gaps, graduation rates and college enrollment. Increasing the graduation rate 3% but the increase remains flat 2014-2017.

- Increase passing school of the Ohio Graduation Test by 10% each year of the grant period
- Reduce achievement gaps between subgroups by 5% each year of the grant period
- Increase high school graduation rate by 3% (2012-13) - 6% by the end of the grant period

The applicant's high quality plan annual goals are achievable first identifying the needs and implementing strategies to address the need.

- align preschool and kindergarten curriculum - implement transitional enriched kindergarten classes
- identify home visitation program - conduct home visits
- identify summer slide prevention programs - implement summer slide prevention programs

The applicant demonstrates achievable goals but some of the goals are not ambitious limiting graduation rates is the most notable. Overall the applicant is in the medium range.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	9
<p>(B)(1) Reviewer Comments:</p> <p>B(1) The applicant provides evidence of success in advancing student learning and achievement during the past four years. The applicant identifies a decrease in the number of students who require intensive intervention in kindergarten, and an increase in kindergarten readiness. The applicant describes a project to enhance grade level reading but does not provide documentation.</p> <p>B(1)(a) The applicant shows substantial gains on reading achievement in two Consortium districts but this documentation is limited to two systems and not across the entire consortium.</p> <ul style="list-style-type: none"> <li>Dayton Public Schools reading proficiency increased for <ul style="list-style-type: none"> <li>Latino/Hispanic from 50% (2007 - 2008) to 80% (2010-2011)</li> <li>African Americans increased from 58.7% (2007-2008)- 67.6% (2010-2011)</li> </ul> </li> </ul> <p>Reading proficiency increased for African Americans in Trotwood-Madison District from 48.7 (2007-2008) - 63.9% (2010 -2011)</p> <p>The applicant describes increasing high school graduation rates throughout Consortium districts but does not provide documentation.</p> <p>The applicant provides documentation for improving student learning through community partnerships</p> <ul style="list-style-type: none"> <li>Dayton Early College Academy - increased college enrollment</li> <li>Dayton Regional STEM Center - students provided inquiry based instruction and hands-on STEM curriculum</li> </ul> <p>B(1)(b) The applicant provided evidence of achieving ambitious and significant reforms at low achieving and performing schools by transforming schools through</p> <ul style="list-style-type: none"> <li>moving principals</li> <li>redesigning building leadership teams</li> <li>changing faculty</li> <li>increasing instructional time</li> <li>increasing use of data driven instruction</li> </ul> <p>The applicant provided evidence of academic growth from 2007-2008</p> <ul style="list-style-type: none"> <li>42.9% to 65.3% in math (Dunbar)</li> <li>61.4% to 70.4% in high school graduation rates (Thurgood Marshall High School)</li> </ul> <p>B(1)(c) The applicant provided evidence that the Consortium makes student performance data available. Availability includes providing individual reports and Progress book (providing opportunities for parents and students to access and track grades). Performance data is made available to educators through professional development workshops using advisory groups, building leadership teams and teacher based teams. These sessions are used to share data and inform and improve instruction.</p> <p>While the results documented are substantial the applicant does not provide a clear record of success across the Consortium. This places <i>Transistion for Success</i> in the middle range.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>B(2)(a)(b)(c)(d) The applicant provides evidence of transparency in making public practices, policies and investments of the MCCSE district using</p>		

board presentations (posted on District web page) and Annual Reports.

A description is provided for locating actual personnel salaries for all school level instructional staff and non-personnel expenditures. This information is provided on the Ohio Department of Education and the LEA website. The applicant provides a description on locating teacher salaries (Ohio Treasurer's Office website).

Overall the applicant scores in the high range.

(B)(3) State context for implementation (10 points)

10

7

(B)(3) Reviewer Comments:

B(3) The applicant provides evidence under state legal, statutory and regulatory requirements to implement the personalized learning environment. One district in the Consortium (Mad River) provided bylaws and policies for a flexibility plan. The applicant provided a letter of support from the State Department of Education to pursue the application. The applicant has progressed toward personalized learning through changes in state legislative policies

- blended digital and traditional classroom instruction
- credit flexibility
- dual college and high school enrollment
  - Dayton Public Schools and Sinclair Community College partnership
  - Post Secondary Enrollment Options Program
- site based management agreements

The letter of support from the State Department of Education and the discussion provided by the applicant support autonomy but the applicant lacks evidence of autonomy such as legislative changes and union agreements referred to in the application. This puts the scoring in at the high end of the medium range.

(B)(4) Stakeholder engagement and support (10 points)

10

9

(B)(4) Reviewer Comments:

B(4) The applicant demonstrated evidence of meaningful stakeholder engagement in the development of the proposal and stakeholder support. The *Transitions to Success* was developed with the input of a diverse group of 200 people.

B(4)(a) The applicant provides evidence on the level of involvement through the application development through emails, phone calls, surveys and meeting presentations. The applicant describes opportunities for stakeholders to provide feedback but no evidence to document feedback was provided with application.

B(4)(a)(i) The applicant provides documentation of support and engagement in the proposal from each districts collective bargaining representative. The applicant provided a signed MOU from each Consortium member representative.

B(4)(b) The applicant provided evidence of support from key stakeholders including community groups, members of Congress, Higher Education Institutes (2 year and 4 year), and local Board of Education members.

Overall the the applicant scores in high range.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

B(5)

The applicant demonstrated evidence of a high quality plan for an analysis of the applicant's current status in implementing personalized learning environments across the Consortium. The applicant identified needs and gaps and provided a high quality plan to continue progression toward personalized learning.

- Gaps identified (limited resources for college supports)
- lack of kindergarten readiness
- high discipline referrals and suspensions in Middle and High School

The applicant identifies a plan to address gaps and personalize learning

- blended learning environment
- credit recovery

- inquiry or problem based learning
- Assistance with college entrance requirements (ie completing FAFSA)

Overall the applicant is in the high range.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18
<p>(C)(1) Reviewer Comments:</p> <p>C(1) The applicant provides evidence of a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career ready. The applicant provides evidence of a personalized learning plan by identifying and providing services at critical transition points.</p> <p>C(1)(a)(i)(ii)(iii)(iv)(v) The applicant provides evidence of a plan that is linked to college &amp; career ready goals</p> <ul style="list-style-type: none"> <li>increase early childhood education using both traditional and non traditional services (center based preschool or home based services)</li> <li>develop transitional kindergarten classes</li> <li>increase the number of reading teachers and teachers with reading endorsements (meeting a need- Third Grade Reading Guarantee)</li> <li>develop 3.5 classroom (personalized learning that provides intervention and acceleration)</li> <li>develop blended learning classes</li> <li>use inquiry based and problem based learning</li> <li>credit recovery</li> <li>dual enrollment courses</li> <li>college enrollment preparation</li> </ul> <p>The applicant provided evidence of deep learning experiences</p> <ul style="list-style-type: none"> <li>Service learning and project based learning projects</li> <li>job shadowing</li> <li>internships</li> </ul> <p>The applicant provided evidence of access and exposure to diverse cultures, contexts and perspectives that motivate and deepen student learning.</p> <ul style="list-style-type: none"> <li>access to community resources (Boonshoft Museum, Dayton Art Museum)</li> <li>Summer Slide Program</li> </ul> <p>The applicant provided evidence that students should master critical academic content and develop critical skills</p> <ul style="list-style-type: none"> <li>kindergarten transitional class</li> <li>3.5 transitional class</li> <li>ENGAGE assessment</li> <li>ACT EXPLORE</li> </ul> <p>C(b)(i)(ii)(iii) The applicant provided evidence to ensure that each student has access to a personalized sequences of instructional content and skills development in order to graduate on time.</p> <ul style="list-style-type: none"> <li>early childhood education (home visits)</li> <li>kindergarten transitional class</li> <li>3.5 transition class</li> <li>community computer labs</li> </ul> <p>The applicant provided evidence of a variety of high quality instructional approaches and environments</p> <ul style="list-style-type: none"> <li>Community partnerships (East End Community Center, YMCA of Greater Dayton)</li> <li>Summer Slide Program</li> <li>increase use of reading strategies</li> <li>inquiry based learning</li> <li>problem based learning</li> </ul>		



The applicant provided evidence of high quality content including digital learning

- blended learning
- credit recovery (A+ Credit Recovery)
- video access through Khan Academy

The applicant provided evidence of regular and ongoing feedback

- ACT ENGAGE, EXPLORE and PLAN (student portfolios, formative and summative assessments
- Ages and Stages Questionnaire
- Home visits

The applicant provided limited evidence of frequently updating individual student data that can be used to determine progress toward mastery of CCRS and college and career ready graduation requirements. Transition classes (kindergarten and 3.5) are in place for early intervention.

The applicant shows evidence of providing personalized learning based on student's current knowledge and skills using problem based and project learning. Scaffolding and differentiating instruction are tied to student preferences.

The applicant provides evidence of accommodations and high quality strategies for high need students

- best practices in reading for k-3 students
- intervention classes (smaller class size)
- Community partnerships (assist with homeless and ELL students)
- support in completing FAFSA applications
- Transition Coordinator assistance

The applicant provides limited evidence that mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track their own learning.

- Transition coordinator assistance

The applicant provides evidence of an approach to learning that engages all learners. Overall the applicant is in the high range.

(C)(2) Teaching and Leading (20 points)

20

12

(C)(2) Reviewer Comments:

C (2)

The applicant provided a high quality plan for teaching and leading including key goals, activities/rational for the activities, timeline, deliverables or parties responsible for implementing the activities. The applicant provided documentation that all participating educators will engage in training that will support effective implementation of personalized learning environments.

C2 (a)(i) The applicant provided documentation to support professional development with professional learning communities through online collaboration.

- MCCSE Educator Resource Center will provide professional development to support personalized learning.
- Professional learning will be tailored to meet the needs of teachers with a focus on grant proposal implementation needs (ie working with high poverty students and families, Common Core alignment, STEM strategies)
- video conferencing
- site based sessions

C(2)(a)(ii) The applicant provided documentation on how educators adapt content and instruction aligning course content with CCRS.

- use of Montessori pedagogy
- use technology based platform to inform and analyze instruction

C(2)(a)(iii) The applicant does not provide sufficient documentation on frequently measuring student progress using personalized learning goals.

C(2)(a)(iv) The applicant does not currently have an evaluation system in place used to improve teacher's or principal's practice. The applicant provided evidence of a system being piloted. Once adopted the Ohio Teacher Evaluation system will measure three organizational areas (instructional planning, instruction and assessment and professionalism. There are multiple evaluation factors and multiple opportunities for evaluation over a one year period.

C(2)(b) The applicant provided documentation to support that all participating educators have access to and know how to use tools, data and resources to accelerate student progress toward meeting college and career ready requirements.

- 24/7 access to online professional development
- Instructional Technology Coordinator support
- Professional Development training (digital boot camp, educational software use, equipment training)

C(2)(b)(i) The applicant provided evidence on actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests. Through a variety of state testing throughout the students academic career (Pk, 3-8, 10). Other assessments include ACT ENGAGE, EXPLORE, PLAN, ACT QUALITY CORE.

The applicant does not provide evidence on summative assessments.

C(2)(b)(ii) The applicant provided limited evidence to support high-quality resources that are aligned with CCRS. Use of Moodle or Sakai will be used for online modules

C(2)(b)(iii) The applicant provided evidence to support process and tools to match student needs.

- digital learning platform provides a course specifically developed to match and meet the needs of individual students (matching learning styles, adjust to pace of each student
- digital learning platform providing real time list of available instruction lessons

C(2)(c)(i)The applicant provided limited evidence that all participating school leaders and school leadership teams have training, policies, tools, data and resources to enable them to structure an effective learning environment. Teacher and instructional evaluations are being developed for use to inform instruction and teacher performance and will be implemented beginning 2013-2014.

C(2)(c)(ii) The applicant does not provide clear evidence of training, systems and practices to continuously improve school progress toward the goals of increasing student performance and closing the achievement gap.

C(2)(d) The applicant lacks evidence on how this plan will increase the number of students who receive instruction from effective and highly effective teachers.

Although the applicant has a clear plan with a variety of professional development opportunities as well as a process for teachers to adapt content and instruction the applicant does not have sufficient evidence of training, systems and practices to provide continuous support toward increasing student achievement, measure student progress or resources aligned with CCRS placing the applicant in the medium range.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	14
(D)(1) Reviewer Comments:		
The applicant provided evidence of a high quality plan that supports project implementation through comprehensive policies and infrastructure. The plan describes activities, rationale, timeline, responsible party and deliverables for implementation.		
D(1)(a) The applicant provided documentation on organizing the consortium governance structure.		
<ul style="list-style-type: none"> <li>• The governance of the Consortium includes a 14 member Governing Board comprised of members from participating schools (superintendents or designee and teacher union presidents or designee). Program managers and grant managers are from participating member schools.</li> <li>• High quality plan outlines appointing MCCSE Governance Board, Implementation Committee and developing policies and procedures</li> </ul>		

D(1)(b) The applicant provided limited evidence that all Consortium members have sufficient flexibility and autonomy. All Consortium members have school leadership teams.

- The applicant provided evidence that Dayton Public School (lead LEA) uses its Building Leadership Team and Teacher Based teams have flexibility and autonomy over schedules, school calendars, school personnel decisions
- Three levels of leadership teams; District Level Teams, Building Level Teams, Teacher Based Teams

D(1)(c)(d) The applicant provided evidence that students are given the opportunity to progress and earn credit based on demonstrated mastery at multiple times and in multiple comparable ways. Consortium members have adopted a standards based approach allowing students to work at their own pace to reinforce a particular skill or standard until they have mastered the content.

- adoption of credit flex (students can master content based on personal interests and needs offering multiple pathways to graduation)
- adoption of credit acceleration
- adoption of credit recovery
- adoption of mastery test - participating students have an option to complete an end of course exam

Other options developed by the Consortium are online learning, independent study, apprenticeships, community service, mentorships, educational travel and early college courses.

D(1)(e) The applicant provided documentation of learning resources and instructional practices that are adaptable and fully accessible to all students.

- use of alternate assessments
- use of adaptive technology
- co-teaching
- SuccessMaker (literacy-focused software)
- before and after school tutoring

Overall the applicant is in the high range. Where the applicant provides limited documentation the high quality plan provides evidence to bolster that area (timeline for developing policies to support personalized learning environments in MCCSE schools including an activity to address district autonomy and flexibility).

(D)(2) LEA and school infrastructure (10 points)

10

5

(D)(2) Reviewer Comments:

D(2) The applicant provided evidence of a plan that MCCSE supports personalized learning using blended learning model.

D(2)(a) The applicant provides evidence of a plan to provide access to content, tools and other learning resources. Currently Consortium members use various interactive learning resources with varying degrees of support available in and out of school.

- use of Progress Book that allows 24/7 access
- access to technology in/out of school
- partnership with Dayton Metro Library system for access to school data system from public use computers

D(2)(b) The applicant provides evidence of a plan to provide students, parents, educators and other stakeholders access to technical support.

- technical support and online training for teachers
- online and face to face support for parents
- employment of transitional instructional specialist to use data to inform instructional decisions
- employment of technology coordinator

D(2)(c)(d) The applicant provides limited documentation that identifies an information system that will allow parents and students to export their information in an open format. The applicant provides limited documentation that identifies an interoperable data system,

The Consortium does not currently have an open data system or an interoperable data system. The applicant provides evidence in their high quality plan to incorporate technology and a data system for tracking students information.

Overall the applicant is in the medium range. Evidence of plan is provided with critical technology platforms implemented late 2014.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	11
<p>(E)(1) Reviewer Comments:</p> <p>E(1) The applicant provided a rigorous strategy for implementing continuous improvement. The applicant provided limited evidence on a plan to monitor, measure and publicly share information.</p> <ul style="list-style-type: none"> <li>• qualitative and quantitative data will be collected</li> <li>• hire an external evaluator</li> <li>• administer a survey to determine impact of personalized learning</li> <li>• interview focus groups</li> <li>• conduct site visits</li> <li>• mid - course corrections</li> <li>• ACT ENGAGE, EXPLORE, PLAN data collected</li> <li>• attendance, discipline referrals and out of school suspensions will be measured</li> <li>• Findings shared through an annual report</li> </ul> <p>The applicant provided a plan for evaluated effectiveness of investments that shows rigor. The plan lacks variety/diversity as a way to publicly share investments in professional development, technology or staff. This places MCCSE in the medium range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>E(2) The applicant provided evidence of strategies for ongoing communication and engagement with internal and external stakeholders. A variety of communication methods will be used</p> <ul style="list-style-type: none"> <li>• email</li> <li>• newsletters</li> <li>• presentations</li> <li>• district websites</li> <li>• public policy meetings</li> </ul> <p>Transformation Teams (comprised of union/collective bargaining reps, principals and teachers) will disseminate information to various stakeholders.</p> <p>The applicant demonstrates evidence and a commitment to ongoing communication and engagement with an overall high rating.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>E(3)</p> <p>The applicant provided achievable performance measures overall and by subgroup with annual targets for grades PreK-3, 4-8 and 9-12. The applicant provided evidence on the rationale for each performance measure and how the measures will provide timely and informative information.</p> <p>Rationale for the following indicators is to ultimately increase the graduation rate</p> <ul style="list-style-type: none"> <li>• reducing in/out of school suspension - by reducing the graduation rate the dropout rate can be reduced- increasing graduation rate</li> <li>• increase percentage of students who are kindergarten ready</li> <li>• increase school day attendance</li> <li>• increase FAFSA applications</li> <li>• increase percentage of students who score as college ready</li> <li>• increase percentage of students proficient on third grade reading</li> <li>• increase percentage of students who complete 3.5 transition class</li> </ul> <p>The applicant provided a rationale for selecting performance measures (increasing graduation rate, college attendance/graduation) an evidence on review procedures on how to improve measures overtime. The performance measures align with each transition point outlined in the application. This places</p>		

MCCSE in the high range.

(E)(4) Evaluating effectiveness of investments (5 points)

5

2

(E)(4) Reviewer Comments:

E(4) The applicant provides a plan to evaluate the effectiveness of RTT-D funded activities using a local university research partner and a national evaluation firm. Evaluators will collect data on program effectiveness.

- conduct focus group interviews
- conduct quarterly site visits
- analysis of student data at key transition points

The plan does not describe a way to evaluate the effectiveness of professional development, activities that employ technology and to more productively use time, staff, money or other resources. The plan does not provide a strategy for improved use of technology, working with community partners, compensation reform or modification of school schedules and structures.

Overall this places the MCCSE in the low range of medium.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>F(1)</p> <p>The applicant provided a budget narrative for each of the proposed projects. A chart with the proposed budget is provided for each project and the budget supports the proposal.</p> <p>F(1)(a) Identified in the budget are funds to support the project for each project including personnel, travel, equipment, supplies and training. The applicant describes each project and the purpose of the funds needed to support each one.</p> <p>F(1)(b)The budget is reasonable and sufficient to support the development and implementation in the following project areas (The Center for Reform of School Systems, Transition Instructional Specialists, 3.5-Data System, Pre-school Initiative and all components of the Montgomery County Consortium for Student Excellence)</p> <ul style="list-style-type: none"> <li>• It was unclear how the parts College and Career Readiness budget connects to the overall project specifically the need for Lead Program Manager and Executive coaches.</li> <li>• Travel costs associated with the Dayton Metro Library bookmobile (summer slide) are unclear -Year 1 \$6,000 to Year 4 \$42,000.</li> </ul> <p>F(1)(c)(i)(ii)The applicant provided a listing of funds and a rationale for investments and a description of all funds are included. The applicant does not provide clear evidence for administrative salary calculations (ie current pay scale- mid, low or high range). The budget provides documentation for ongoing operational costs as well as one time investments.</p> <p>The budget falls within the range of the grant guidelines for the number of students impacted by the grant. Overall this places the applicant in the high range.</p>		

(F)(2) Sustainability of project goals (10 points)	10	7
<p>(F)(2) Reviewer Comments:</p> <p>F(2) The applicant provided documentation for long term sustainability describing outside sources, community support and use the following funding streams: Title I - Part A, Professional Development, TitleII A Professional Development; Title III Limited English Proficient and Immigrant; and IDEA Early Intervening Services. The applicant has a plan using a scale down model as capacity in increased across the Consortium. The applicant provided letters of ongoing support from The United Way and The Montgomery County FCFC. The applicant does not provide documentation of a budget for three years after the term of the grant.</p> <p>The overall rating for MCCSE in the medium range.</p>		

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	6
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant provided evidence of documentation for the competitive preference priority . The applicant includes partnerships not identified previously in the proposal ( City Folk, City of Dayton, Dayton-Montgomery County Public Health, Mathile Family Foundation, Montgomery County Mentoring Collaborative, Montgomery County Office of Family and Children First) making it unclear as to their inclusion here.</p> <ol style="list-style-type: none"> <li>1. The applicant provided evidence of a partnership between various institutes of higher education providing dual enrollment courses. Learn to Earn Dayton partnership has been developed to increase college graduates by 2020. Summer slide partners include Bonshoft Museum, Dayton Art Institute and Dayton Metro Library.</li> <li>2. The applicant identifies eight population results as a result of this partnership- %increased number of students fully ready for kindergarten, increase number of third grade students proficient in reading and math, increase FAFSA forms, college applications and college visits completed, increase in HOPE Gallup scores, decrease suspensions from previous year, increase number of students that complete one or more internships, job shadowing or service projects. These results include both educational and other educational results.</li> <li>3. The applicant provided little evidence on how the partnership will track selected indicators that measure each result or how to use the data to target its resources in order to improve results for participating students (external evaluator). The applicant does not provide evidence of a strategy to scale the model beyond the participating students or how the partnership would improve results over time.</li> <li>4. The applicant provided evidence that the partnership would provide an opportunity integrate education and other service for participating students by providing mentors (ie Big Brothers and Big Sisters) and the Restorative Justice program.</li> <li>5. The applicant does not provide sufficient evidence on how the partnership and the Consortium will build capacity of staff in participating schools. The applicant does provide a plan to assess the needs and assets of participating students using a survey. Data collected will be used for planning. The applicant identifies a plan to track pertinent data using collaborative software. The applicant does not provide evidence on engaging parents and families of participating students in both decision making about solutions to improve results over time or routinely assessing the applicant's progress in implementing its plan to maximize impact and resolve challenges.</li> <li>6. The applicant identifies annual goals that are ambitious and achievable. The goals identified in this partnership include social-emotional, educational and family and community. The partnership identifies a need to close achievement gaps by increasing the number of students fully ready for kindergarten(5% yearly increase), increase number of third grade students proficient in math and reading (10% yearly increase) increase the number of parents who receive assistance in completing FAFSA applications (20%).</li> </ol> <p>The applicant has clear evidence of community support through various partnerships but does not provide evidence on how each partnership will help in meeting overall goals of the project. This places the applicant in the medium range.</p>		

## Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant provided evidence of a personalized learning environment through MCCSE. Using *Transitions for Success* as a framework, the applicant identifies four transition points to address and create a personalized learning environment; kindergarten readiness, third grade reading and math proficiency, successful high school transition, college and career readiness upon high school graduation.

The applicant identified learning strategies (best practices in reading and online facilitation, content deepening - problem and project based learning), tools (online data systems, online professional development) and supports (community partners, technology coordinators, online professional collaboration) that are aligned or will be aligned with CCRS and graduation requirements.

A teacher evaluation system (currently being piloted) will provide a way for teachers to improve on their practice and to grow professionally. A principal evaluation is currently being developed. The applicant provided a plan to reach high needs students including the homeless population, adjudicated juveniles ELL students, and students who are not kindergarten ready. The applicant provides evidence to increase the number of students who graduate from high school as well as increase students who earn post secondary degrees.

Total	210	162
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